



# Geography

Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our bespoke curriculum is planned so pupils develop progressive and transferable knowledge and skills to enable them to investigate and develop understanding of diverse places, people, resources and natural and human environments, together with the Earth's key physical and human processes.

We seek to inspire in pupils a curiosity and fascination about the world and its people which will remain with them throughout their time with us and also to their further education and beyond.

Our curriculum is unique to our school and pupils and the opportunities and experiences we are lucky enough to be able to offer within our local community. We use our local area as a starting point moving further afield as pupils age and we foster community links to develop exciting and inspiring opportunities locally and further afield.



Reception		
Geography Content from ELGs	People, Culture & Communities	The Natural World
<b>Key knowledge/coverage</b> (taken from ELGs in Understanding the World)	<ul style="list-style-type: none"> <li>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them including seasons.</li> </ul>
<b>Key vocabulary</b>	Map, Same, Different, Journey, Country, Caldecote, Cambridge, Caldecote, Village, City	Animals, plants, same, different, changes, natural world, seasons

Our youngest Geographers should...
<p><b>Our youngest geographers should be able to:</b></p> <ul style="list-style-type: none"> <li>Look at and talk about where they live.</li> <li>Learn that they live in Caldecote, which is in England.</li> <li>Talk about different places that they visit eg the park, the beach, the farm, and can talk about some of the similarities and differences.</li> <li>Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt').</li> <li>Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.</li> <li>Explore different places through some of our topics (eg animals - explore the different places they might live; festivals/celebrations – learn about celebrations in other countries and this country eg Chinese New Year, Diwali).</li> </ul>

In Geography, our Reception <u>greater depth</u> pupils will...
<p><b>An EYFS/KS1 child working at greater depth will</b></p> <ul style="list-style-type: none"> <li>have good understanding of the geographical content taught at EYFS/KS1</li> <li>uses their geographical knowledge to make comparisons between a variety of places including others that are beyond the EYFS/KS1 curriculum</li> <li>be able to talk about geographical features and locations using subject specific vocabulary accurately</li> </ul>



Geography Year 1			
<b>Termly topic</b>	Woodlands	Weather & Seasons	Africa
<b>Enquiry Question/activity (Assessment)</b>	<b>What features can you see in and around our school grounds? (Fieldwork)</b>	<b>Present a simple weather report on a given map of the UK (showing understanding of weather symbols and use of compass points)</b>	<b>What is similar/different about Africa and the UK?</b>
<b>Context And activity ideas</b>	<p><b>Fieldwork (to answer the enquiry question)</b></p> <p><b>Studying the locality of the school</b>  <b>Use aerial photographs to recognise landmarks and basic human/physical features.</b></p> <p>-Use a simple map            -Draw simple sketches            -Observe &amp; record information – what physical/human geography can be identified in the school grounds?</p>	<p><b>Weather and the seasons</b></p> <ul style="list-style-type: none"> <li>- <b>Make &amp; keep a weather chart</b></li> <li>- <b>Draw weather symbols</b></li> </ul> <p>- Make/use simple measuring devices to record wind direction and rainfall.</p>	<p><b>Looking at similarities &amp; differences between an area of the UK and a non-European country</b></p>
<b>Key knowledge/coverage</b>	<p>Know and name the four countries in the UK and locate them on a map</p> <p>Know what I like and do not like about the place where I live</p> <p>Know the main differences between a city, town and village</p> <p>Know where I live and can tell someone my address (including postcode)</p>	<p>Keep a weather chart and answer questions about the weather (including main weather symbols)</p> <p>Know how the weather changes throughout the year and name the seasons (hottest and coldest season in the UK)</p> <p>Point to the equator, North and South Pole on an atlas and globe</p> <p>Know the four main directions on a compass are North, East, South and West</p>	<p>Know and name the four countries in the UK and locate them on a map (revise)</p> <p>Know and name the three main seas that surround the UK</p> <p>Know about some of the main things that are in hot and cold places (know what clothes to wear in a hot and cold place)</p> <p>Understand physical/human similarities/differences between small area of UK and small area of Africa.</p> <p>Know what I like and do not like about the place where I live and express</p>



			those views (locational awareness – similarities/differences to Africa?).
<b>Skills and Fieldwork Coverage</b>	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use maps, atlases, globes Use simple compass directions (North, South, East and West) Make/use simple measuring devices to record wind direction and rainfall.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (i.e, Africa and area studied)
	<b>United Kingdom, England, Scotland, Ireland, Northern Ireland, Wales, city, town, village, local, address, postcode</b>	<b>Weather, Season, Chart, Symbol, Earth, Equator, North/South Pole, Compass, North, South, East, West</b>	<b>United Kingdom, Africa, Hot, Cold, Equator, Continent, North/South Pole, North Sea, English Channel, Atlantic Ocean, Irish Sea, Celtic Sea</b>

**A Year 1 Geographer Should...**

- Begin to develop knowledge about the world, the UK and their locality (particularly their school).
- Understand basic subject-specific vocabulary relating to human and physical geography such as weather (see above vocabulary).
- Ask geographical questions about the world around them.
- Begin to use geographical skills including first hand observation to enhance their locational awareness.
- Use some basic map reading skills and directional concepts (north, south, east, west).

**In Geography, our Year 1 greater depth pupils will...**

**A KS1 child working at greater depth will**

- have good understanding of the geographical content taught at KS1
- uses their geographical knowledge to make comparisons between a variety of places including others that are beyond the KS1 curriculum
- be able to talk about geographical features and locations using subject specific vocabulary accurately



Year 2 Geography			
<b>Termly topic</b>	Rio	Gardeners World	Location, Location, Location
<b>Enquiry Question/activity (Assessment)</b>	<b>Would you prefer to live in Rio or the UK? Why?</b>	<b>Identify the 4 countries in the UK – what is special about each?</b>	<b>How could we improve our local area? (Fieldwork)</b>
<b>Context and activity ideas</b>	<b>Looking at similarities &amp; differences between an area of the UK and a non-European country (Rio)</b>	<b>Continents, oceans &amp; cities</b>	<b>Human &amp; Physical geography Fieldwork (to answer enquiry question)</b>  What facilities do we have in the local area? (is there anything we are lacking?) Walk in local area to identify human/physical features in local environment. Construct a simple map with a key.
<b>Key knowledge/coverage</b>	Describe a place outside Europe using geographical words (look at similarities and differences through studying human and physical geographical features).  Know how jobs may be different in other locations.  Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.  Know about the facilities that a village, town and city may need and give reasons.  Name the capital cities of England, Wales, Scotland & Northern Ireland.  Know what I like and do not like about a place that is different to the one they live in	Name the continents of the world and locate them on a map.  Name the world's oceans and locate them on a map.  Name the capital cities of England, Wales, Scotland and Northern Ireland.  Identify characteristics of the UK's four countries.	Know what I like and do not like about a place that is different to the one they live in.  Know about the facilities that a village, town and city may need and give reasons.  Use simple compass directions (North, South, East, West).  Use the directional vocabulary: near, far, left, right to explain where a location is;  Use two figure grid reference to describe location.



<p><b>Skills and Fieldwork Coverage</b></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (7 continents and 5 oceans).</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the school's key human and physical features of its surrounding environment.</p>
<p><b>Key vocabulary</b></p>	<p><b>Key physical/human geographic words relating to Rio, (eg, beach, coast, forest, hill, mountain, ocean, valley, Equator, humidity)</b></p>	<p><b>Continents: Europe, North America, South America, Australia, Asia, Antarctica, Africa</b></p> <p><b>World's oceans: Southern ocean, Atlantic ocean, Pacific ocean, Indian ocean, Arctic ocean</b></p> <p><b>Capital cities: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast</b></p>	<p><b>Facilities</b>  <b>Village/town/city</b>  <b>Compass</b>  <b>North, South, East, West</b>  <b>Two figure grid reference</b></p>

**A Year 2 Geographer should**

- Continue to develop knowledge about the world, the UK and their locality (focus on local environment).
- Understand basic subject-specific vocabulary relating to human and physical geography such as continents, oceans (see above vocabulary).
- Ask geographical questions about the world around them.
- Continue to use/develop geographical skills including first hand observation to enhance their locational awareness.
- Continue to use/develop some basic map reading skills and directional concepts (north, south, east, west).
- Use two figure grid references to find a location.

**In Geography, our Year 2 greater depth pupils will...**

**A KS1 child working at greater depth will**

- have good understanding of the geographical content taught at KS1
- uses their geographical knowledge to make comparisons between a variety of places including others that are beyond the KS1 curriculum
- be able to talk about geographical features and locations using subject specific vocabulary accurately



Geography Year 3			
<b>Termly topic</b>	Prey & Predators	Frozen Planet	Towns & Cities
<b>Enquiry Question/activity (Assessment)</b>	Use the key vocabulary studied to label a world map.	What is climate change and how are the polar regions being affected by it?	Why do residents choose to live in Caldecote? (Fieldwork)
<b>Context</b>	Our world: map work	Arctic v Antarctic (similarities/differences)	Features of Villages, towns & cities <b>Fieldwork</b>  Send out a survey to local residents to find out the reasons why they moved to the village of Caldecote.
<b>Key knowledge/coverage</b>	<p>Know the name of a number of countries in the Northern Hemisphere</p> <p>Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map.</p> <p>Know whether a country is located in the Southern or Northern Hemisphere.</p> <p>Know the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>Know the capital city of at least six European countries (<b>Rome, Paris, Edinburgh, Oslo, London, Berlin</b>).</p>	<p>Know and locate the Arctic and Antarctic circles.</p> <p>Know how the polar regions are being affected by climate change.</p> <p>Know the name of, and locate, a number of the world's highest mountains.</p> <p>Introduce tectonic plates as part of mountain formation (basic as covered in Y4 Volatile Earth topic).</p> <p>Know how mountains are formed.</p> <p>Know the features of a mountain.</p>	<p>Know why people may be attracted to live in cities</p> <p>Research to discover features of villages, towns and cities and appreciate the differences.</p> <p>Know how to plan a journey from one place in the UK to another, using a road map.</p> <p>Know why people may choose to live in one place rather than another.</p> <p>Know the names of and locate at least 8 counties in the UK.</p>
<b>Skills and Fieldwork Coverage</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a



	Use 2 figure grid refs to describe position.	Use 2 figure grid refs to describe position.	range of methods, including sketch maps, plans and graphs and digital technologies
<b>Key vocabulary</b>	<b>Tropic of Cancer/Capricorn, Greenwich Meridian Line, Southern/Northern Hemisphere, British Isles/Great Britain/United Kingdom (UK) Europe (6 capital cities in Europe – Rome, Paris, Edinburgh, Oslo, London)</b>	<b>Tectonic plate, fault line, mountain, fold mountain, volcanic mountain, block mountain, base, slope, ridge, face, peak</b>	<b>City, town, village, Cambridge, Caldecote</b>

### A Year 3 Geographer Should...

- Begin to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Begin to know the location and characteristics of a range of the world's most significant human and physical features.
- Begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Ask geographical questions about the world around them.
- Use 2 figure grid references to describe position.
- Begin to use compass directions using 8 points

### In Geography, our Year 3 greater depth pupils will...

#### A KS2 child working at greater depth will

- have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research
- be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations
- be skilled at carrying out independent research using a variety of sources
- understand how to assess the quality and reliability of difference sources
- be able to confidently explain and quantify their findings using geographical research
- have deep geographical knowledge on a broad range of topics which is used to make well considered connections and comparisons





Geography Year 4			
<b>Termly topic</b>	Nibblers & Nashers	Volatile Earth	Rivers
<b>Enquiry Question/Activity (Assessment)</b>	<b>Would you prefer to live in the UK or (studied European country)? Why?</b>	<b>How are earthquakes and volcanoes the same/different?</b>	<b>Draw and label a simple diagram of a river including at least 3 important features. Explain what each feature is. Draw and label the water cycle.</b>
<b>Context</b>	<p><b>Geographical similarities &amp; differences of a region in a European country</b></p> <p>(Either <b>Italy</b> – link to history learning on Roman or <b>Greece</b> – link to learning of Ancient Greece)</p> <p>Understand geographical similarities &amp; differences through the study of human and physical geography of a region in a European country</p>	<b>Volcanoes &amp; earthquakes</b>	<b>Rivers &amp; the Water cycle</b> <b>Fieldwork (Burwell House River Activities)</b>
<b>Key knowledge/coverage</b>	<p>Know the capital city of at least six European countries and capital cities (build on from Y3 who cover: Rome, Paris, Edinburgh, Oslo, London, Berlin, <b>Madrid, Athens, Lisbon, Vienna, Warsaw, Stockholm</b>)</p>	<p>Know about and describe the key aspects of volcanoes</p> <p>Know about, locate and name some of the world’s most famous volcanoes</p> <p>Know about and describe the key aspects of earthquakes</p> <p>Know how Earthquakes and Volcanoes effect humans</p>	<p>Know and label the main features of a river</p> <p>Know about the course of a river</p> <p>Use Google Earth to locate a place of interest and follow the journey of a river</p> <p>Explain the features of the water cycle</p> <p>Know how to find at least six cities in the UK on an ordnance survey map, using four figure grid reference (what counties are they in? Y3 coverage)</p> <p>Know about, name and locate some of the main islands that surround the UK</p>



<b>Skills Coverage</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use the eight points of a compass, four figure grid references, Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
<b>Key vocabulary</b>	<b>Europe, Italy, Country (names of European countries), relevant human/physical geography vocabulary for country studied.</b>	<b>lava, magma, rock, seisometer, tectonic plate, volcanic eruption, earthquake, Ring of Fire, convergent, divergent, transform</b>	<b>source, tributary, river Channel, flood plain, riverbank, mouth, meander, oxbow lake, delta, Water Cycle</b>

**A Year 4 Geographer Should...**

- Develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe
- Develop their knowledge about the location and characteristics of a range of the world’s most significant human and physical features
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- Ask geographical questions about the world around them.
- Use 4 figure grid references
- Use the eight points of the compass

**In Geography, our Year 4 greater depth pupils will...**

**A KS2 child working at greater depth will**

- have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research
- be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations
- be skilled at carrying out independent research using a variety of sources
- understand how to assess the quality and reliability of difference sources
- be able to confidently explain and quantify their findings using geographical research
- have deep geographical knowledge on a broad range of topics which is used to make well considered connections and comparisons



Geography Year 5			
<b>Termly topic</b>	Rainforests	Earth & Space	Amazing Americas
<b>Enquiry Question/Activity (Assessment)</b>	<b>What is deforestation and why should we care?</b>	<b>What impact is new development having on our local area? (Fieldwork)</b>	<b>Why are most cities situated near a river?</b>
<b>Context</b>	<b>Rainforests, deforestation, rainfall</b>	<b>Earth: World map work Fieldwork</b>  Investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed (eg Bourn Airfield development)	<b>North and South America</b> Locate the world's mountains, rivers and ports on maps, atlases, globes Locate states and cities on a map
<b>Key knowledge/coverage</b>	Label layers of a rainforest  Know what deforestation means  Know how to use graphs to record features such as temperature or rainfall across the world  Know what is meant by a biome and the features of a specific biome.  Know what is meant by vegetation belt.	Know what a climate zone is and where different climate zones are around the world (link to Mountainous regions as a climate zone)  Know, name and locate the capital cities of European countries (build on from Y3 and Y4) <b>Amsterdam, Belgrade, Bratislava, Bucharest, Budapest, Copenhagen,</b>  Know and locate the countries that make up the European Union	Know the names of, and locate, a number of South and North American countries/states  Know why most cities are situated by rivers  Name and locate many of the world's most famous rivers  Know why ports are important and the role they play in distributing goods around the world  Know about, name and locate many of the world's most famous mountainous regions



<b>Skills Coverage and Fieldwork</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Using graphs to record temperature/rainfall across the world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use 8 points of a compass Use 4 figure grid references	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Key vocabulary</b>	<b>deforestation, biome, biodiversity, climate, temperature, rainfall, vegetation belt</b>	<b>Names of European countries (see above), European Union, mountainous, mountain range, climate zone</b>	<b>Names of world rivers, port, distribute /distribution (goods), North/South America (names of American countries/states)</b>

**A Year 5 Geographer Should...**

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America in more detail
- Extend their knowledge about the location and characteristics of a range of the world’s most significant human and physical features
- Extend their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Ask geographical questions about the world around them.
- Use eight points of the compass with more confidence.
- Use four figure grid references with more confidence.

**In Geography, our Year 5 greater depth pupils will...**

**A KS2 child working at greater depth will**

- have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research
- be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations
- be skilled at carrying out independent research using a variety of sources
- understand how to assess the quality and reliability of difference sources
- be able to confidently explain and quantify their findings using geographical research
- have deep geographical knowledge on a broad range of topics which is used to make well considered connections and comparisons



Geography Year 6			
Termly topic	Blood & Heart	Globalisation	Charles Darwin
Enquiry Question/Activity (Assessment)	<p><b>Our village is changing.</b>  <b>How has it changed over time?</b>  <b>What does the Parish Council need to consider for the future of the village?</b>  <b>What might Caldecote look like in the future? (fieldwork)</b></p>	<p><b>What is migration?</b>  <b>What is the impact of migration?</b>  <b>What are the consequences of migration?</b></p>	<p><b>What makes deserts a clear example of a biome?</b>                      (need to explain what a biome is to answer this question)</p>
Context	<p><b>Fieldwork</b></p> <p>Surveying Our Village (Caldecote) – what recommendations would you make to the parish council in relation to what you find out?</p>	Globalisation	Deserts
Key knowledge/coverage	<p><b>Fieldwork</b> – Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans &amp; graphs and digital technologies.</p>	<p>Know how to use some basic ordnance survey map symbols</p> <p>Know why industrial areas and ports are important</p> <p>Know about the distribution of natural resources (energy, food, minerals &amp; water)</p> <p>Explore types of settlement</p> <p>Know what migration is in the context of globalisation</p> <p>Plan &amp; take a route using an ordnance survey map (six figure grid references)</p>	<p>Name the largest deserts in the world and locate desert regions in an atlas (link to the idea that species must adapt to survive in this environment - topic)</p> <p>Describe and understand key aspects of biomes and vegetation belts</p> <p>Know how to use Ordnance Survey symbols and six-figure grid references</p> <p>Use Google Earth to locate a country or place of interest and follow the journey of rivers etc.</p> <p>Know how time zones work and calculate time differences around the world</p> <p>Know how to use an atlas by using the index to find places</p>



<b>Skills Coverage and Fieldwork</b>	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use ordnance survey maps, using atlases	Use the eight points of a compass and six-figure grid references, ordnance survey symbols and key
<b>Key vocabulary</b>	<b>fieldwork, measure, record, sketch map, plan, graph, digital technology, survey, recommendations, facilities</b>	<b>atlas, ordnance survey map, symbols, industrial, ports, hamlet</b>	<b>desert, biome, vegetation belt, climate zone, ordnance survey map, six figure grid reference</b>

### A Year 6 Geographer Should...

- Further extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America in more detail
- Further extend their knowledge about the location and characteristics of a range of the world's most significant human and physical features
- Further extend their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Ask relevant geographical questions about the world around them.
- Use 8 points of a compass
- Use six figure grid references

### In Geography, our Year 6 greater depth pupils will...

#### A KS2 child working at greater depth will

- have opinions and be able to share information about geographical and environmental issues that are based in knowledge and research
- be curious about causes and consequences of physical and human geography and have the skills to be able to pose their own questions and carry out investigations
- be skilled at carrying out independent research using a variety of sources
- understand how to assess the quality and reliability of difference sources
- be able to confidently explain and quantify their findings using geographical research
- have deep geographical knowledge on a broad range of topics which is used to make well considered connections and comparisons